Digital Education Council – September 2021 Meeting Minutes

# Attendees

Brayden Milam, Laura Howard, Carlton Usher, Stephen Bartlett, Patrick Carter, Uli Ingram, Garrett Smith, Tamara Powell, LeeAnn Lands, Sharon Pearcey, David Casillo, Lesley Gabel, Sara Evans, Audra Boyd, Barbara Gainey, Leslie Hankey

# Welcome

We have new instructional designers! Lesley Gabel will be working on Articulate 360 and has a background in English as a Second Language and adult education; Patrick Carter will be working with part-timers and comes from middle grades education (Cobb & Cherokee County Schools). Audra Boyd will also be interning with the ODE; she currently works in the School of Music as an Operations Manager but will be graduating in May from Georgia State’s Instructional Design program. She’ll be helping with the course quality reviews. Barbara Gainey is also the new Special Assistant to the Dean that will be overseeing the ODE and DEC.

# DLAC Update

Zoom is going through a big update, which will be announced in November. We’ll still have access through the end of the semester, but we will have updates.

The Lifecycle Replacement Process will change—UITS will notify you when it’s time to change your machine out. Previously, they’d come by to deal with the technology, but will no longer be doing that. They’ll instead continue to contact you until you set up a time with them.

Trainings are still happening; Stephen will show everyone the new sign-up forms and course review process later in the meeting.

# Course Review Website & Process Update

We’ve created a new website with information about the Course Review process, called [About Quality Courses](https://radow.kennesaw.edu/ode/quality-courses/index.php). There is a form at the bottom of the site with the Review Request Form. The site will be updated as we receive information. We’d really appreciate hearing your department’s review process by December 1st, as we want to create a comprehensive resource for instructors.

# Hybrid Courses

## Resources

Laura Howard gave an update on compiling resources for college-wide resources. The group (comprised of Laura, LeeAnn Lands, & Alan Watts) convened a few weeks ago. They put out a call for resources and information regarding teaching hybrids. Laura has some cross-disciplinary resources the group wants to go through. LeeAnn shared that they want to make sure that there are sample assignments and sample course tours to show instructors (especially new hybrid instructors) how hybrids are set up and how they should run. Laura also asked that others communicate with their departments about hybrid resources. Any resources or volunteers (for course or assignment tours) should be forwarded to Laura Howard.

We still aren’t sure when the hybrid reviews will begin, so we don’t have a timeline yet. The sooner we start compiling/sharing the resources, the better for the collective.

The group will meet with Brayden to discuss potential resources for hosting and sharing materials.

## Sara’s Updates on the Hybrid Checklist

Sara reviewed the KSU Course Quality checklist and and took out the bullet points that don’t apply to hybrid course (or are online specific). She sent it to Charity Butcher, Laura Howard, LeeAnn Lands, and Alan Watts for commentary and review. Sara believes some of the language about activities and assignments should be updated as there are concerns about moving too far into content evaluation. This belief was echoed by others who reviewed the checklist.

Stephen’s notes include taking out standards 10 and 11. He also believes the contact hours equivalency standard could be moved under Standard B (rather than Standard C where it currently sits). He also suggested some language that could be inserted regarding this standard: *Content, activities, assessments for “online days” must be equivalent to 50/75/100 minutes of instructional time (depending on percentage of course online) and does not include assignments/activities typically categorized as homework.*

Several DEC members were in favor, though some suggested concern about the interpretation of “in class assignments.” Since the decision to pass/certify a class falls to the chair, the chair should be the one to decide whether the claim has merit.

Concerns were also raised about the weekly module and module objectives and whether this structure is needed. Since these are best practices, the group conceded that it would probably be best to leave it in the checklist. The group also generally agreed that some sort of training (perhaps the self-paced [Building and Teaching Hybrids training](https://www.softchalkcloud.com/lesson/serve/q7Df9eWyG4LwFx/html)) would be beneficial.